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ABSTRACT

In its first year, the 1987 Bilingual Program for Eleventh and Twelfth Graders provided mostly over-age, limited-English-speaking students with an opportunity for more timely graduation through instruction in English as a second language (ESL) and content-area instruction in the summer. Eligibility requirements included limited English proficiency and the inability to schedule required or makeup courses during the academic year. The program operated at 18 high schools in the Bronx, Brooklyn, Manhattan, and Queens. Evening classes were available at one location. Courses included three levels of ESL, bilingually-taught classes in business math, Latin American studies, American history, biology, and general science, and six levels of native language arts in French and Spanish. Most participants were Spanish- or Chinese-speaking, and many were in the ninth and tenth grades. Although no specific objectives were proposed, data show passing rates in all but two courses were over 70%. Recommendations for program improvement include increased recruitment efforts for overage eleventh- and twelfth-graders and for the evening school. (Author/MSE)

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: 5001-56-82401

1987 BILINGUAL PROGRAM FOR ELEVENTH AND TWELFTH GRADERS

Prepared by the O.E.A.
Bilingual Education
Evaluation Unit

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A SUMMARY OF THE REPORT

The 1987 Bilingual Program for Eleventh and Twelfth Graders, in its first year of operation, proposed to give limited English-proficient (LEP) students the opportunity to graduate in the customary four-year period by taking English as a second language (E.S.L.) and required content-area courses in the summer. The program was especially designed for the substantial number of LEP students who were overage for their grade. By providing these students with the opportunity for a more timely graduation, the program also sought to increase their motivation to stay in school.

In order to enroll in the program a student had to be a LEP high school senior needing up to three subjects to graduate by August 1987, an eleventh- or twelfth-grade LEP student needing to repeat up to two failed subjects, or a student unable to take prescribed subjects during the school year due to scheduling conflicts caused by their E.S.L. requirements.

The program operated Monday through Friday, from 8:26 AM to 1:00 PM from July 1 to August 14 at 18 high schools in the Bronx, Brooklyn, Manhattan, and Queens. An evening school with an enrollment of 12 students operated from 5:50 PM to 9:00 PM five days a week at Washington Irving High School in Manhattan. The program provided beginning, intermediate, and advanced levels of E.S.L. at all sites. Bilingual content-area classes were provided in business math, Latin American studies, American history 1 and 2, biology 1 and 2, and general science 1 and 2. Six levels of native language arts classes in Spanish and French were also offered.

Bilingual categorical monies provided funding for 10 E.S.L. teachers and partially supported 21 content-area teachers. Tax-levy funds covered administrative and support staff, and curricular materials.

Demographic data were available for 1,006 students. The majority of program students (52 percent) were Spanish speakers; the next largest group was made up of Cantonese and Mandarin speakers. Of the students for whom both age and grade data were reported, 59 percent were overage for their grade. Although the program was designed for eleventh and twelfth graders, according to the data reported, the ninth- and tenth-grade groups were the largest and contained the highest percentages of overage students. These grades also accounted for the largest portion of the program's total enrollment.

Although no specific objectives were proposed, passing rates in content-area courses were provided. With only two exceptions (science and global history), passing rates in all other courses (including E.S.L. and content areas) exceeded the 70 percent mark.

After visits to two of the participating sites, the evaluation team made the following recommendations for future program improvement:

- Increase recruitment efforts for overage eleventh and twelfth graders. Guidance counselors and teachers might be requested to serve as recruiters at the various feeder schools.

- Increase recruitment efforts for the evening school program at Washington Irving High School.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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1987 BILINGUAL PROGRAM FOR ELEVENTH AND TWELFTH GRADERS

Central Office:	525 West 50 Street, Room 223 New York, New York 10019
Year of Operation:	1987 (Summer)
Central Coordinator:	Kenneth Weissman

I. INTRODUCTION

The 1987 Bilingual Program for Eleventh and Twelfth Graders, in its first year of operation, sought to give limited English proficient (LEP) students, who often are unable to graduate in the normal four-year period, the chance to do so by taking English as a second language (E.S.L.) and required content-area courses during the summer.

The need for such a program was established by an April 1987 citywide needs assessment conducted by principals of high schools containing large LEP populations. This study revealed that some 15 percent of eleventh- and twelfth-grade LEP students were behind schedule in their required courses and would not be able to graduate after four years of study. It was hoped that by enhancing their prospects for a timely graduation the program would deter LEP students from dropping out.

The program was especially aimed at the substantial number of LEP students who are overage for their grade. Two factors account for the disproportionate number of overage LEP students: (1) many LEP students have experienced frequent interruptions to their education in their native countries, so when they arrive in this country they can not be placed in the grade appropriate to

their chronological age; and (2) the need to take E.S.L. courses carrying no credit toward graduation from their American high school places them even further behind.

The program also was aimed at LEP students who had failed academic subjects. By making up courses during the summer, such students would not need to take more than one level of a failed subject per term during the regular school year, thus allowing them to make more normal progress in their required course sequences and to graduate on time.

The formal criteria for admission to the 1987 Bilingual Program for Eleventh and Twelfth Graders were:

- to be a LEP high school senior who needed up to three subjects to graduate by August 1987; or
- to be an eleventh- or twelfth-grade LEP student who needed to repeat up to two failed subjects; or
- to be a LEP student who was unable to take prescribed subjects during the regular school year due to scheduling conflicts caused by their E.S.L. requirements.

II. PROPOSED PROGRAM

The program was funded by the New York State Education Department with bilingual categorical monies, which, according to the proposal writer, fully supported 10 E.S.L. teachers and partially supported funding for 21 content-area teachers. The ten teachers, paid solely out of bilingual categorical funds, were assigned as follows: three at Eastern District High School; three at George Washington High School; three at Washington Irving High School; and one at Long Island City High School.

According to a table provided by the Division of High School's Bilingual/E.S.L. Unit, E.S.L. classes were provided at 12 schools. In addition to E.S.L. classes, Spanish bilingual classes were offered at Brooklyn Technical High School, Eastern District High School, George Washington High School, and Long Island City High School; French bilingual classes were offered at Prospect Heights High School; and Chinese classes were offered at Washington Irving and Flushing High Schools. The other two schools, William H. Taft High School and Park West High School, were to offer E.S.L. only.

The following content-area courses were to be offered: bilingual business math, Latin American studies, bilingual American history 1 and 2, bilingual biology 1 and 2, bilingual general science 1 and 2, and six levels of Spanish and French native language arts.

The program was to provide the following electives: word processing and keyboarding, introduction to health care, computer

literacy, automotive mechanics, video filmmaking, electronics, medical laboratory techniques, nursing, mechanical drafting, small engine repairs, and ornamental horticulture.

Elective courses were to be offered bilingually or with an E.S.L. approach, depending on the students' linguistic needs. In some cases, mainstream students who needed a course that was not available in their program were accepted into program classes that used English as the medium of instruction.

All the courses to be offered fulfilled New York City Board of Education and New York State Department requirements and met New York State Regents Action Plan guidelines.

1987 BILINGUAL PROGRAM FOR ELEVENTH AND TWELFTH GRADERS

OEA Evaluation Report

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III. PROGRAM IMPLEMENTATION

The program operated in conjunction with the regular summer school program (supported by other funding sources). Three 90-minute classes (from 8:26 A.M. to 1:00 P.M.) were offered in 15 high schools in the Bronx, Brooklyn, Manhattan, and Queens. These classes met five days a week from July 1 to August 14. Washington Irving High School operated as an evening school providing two 90-minute periods of instruction (from 5:50 P.M. to 9:00 P.M., Monday through Friday).

The bilingual summer school program provided E.S.L. at all sites. Bilingual categorical funds were used to provide 4,294 teacher-hours, or approximately 95 classes. In response to a memorandum from the Summer High Schools Program (see Appendix), data were reported for 71 classes in 15 schools (see Table 1). Because of the wording of the memorandum, only one school reported data for bilingual classes. Two-thirds of the students reported were in E.S.L. classes. Since no other schools reported their bilingual classes, they are underrepresented in this analysis.

Of the schools which were listed by the proposal writer as having received teacher allocations, Brooklyn Technical and Park West did not submit any forms. However, forms were submitted by several schools which were not on the list.

TABLE 1

Teacher Allocation and Student Enrollment at Each School

SCHOOL	STUDENT ENROLLMENT IN CLASSES					TEACHER ALLOCATION		
	E.S.L.	Biling. Content Area	Content Area in English	Elect.	Total	Part-Time	Full-Time	Number of Classes
George Washington	99	118	28	40	285	4	2	15
Murray Bergtraum	165	-	-	-	165	2	0	6
Long Island City	113	-	28	-	141	2	2	8
Eastern District	75	-	35	-	110	1	2	6
Fort Hamilton	106	-	-	-	106	2	0	6
New Utrecht	79	-	-	-	79	1	0	3
Prospect Heights	53	-	-	17	70	1	1	4
Sheepshead Bay	64	-	-	-	64	0	2	4
Forest Hills	59	-	-	-	59	0	2	3
Flushing	58	-	-	-	58	2	0	6
De Witt Clinton	27	-	-	-	27	0	1	2
Aviation	-	-	-	27	27	0	2	2
William H. Taft	26	-	-	-	26	0	1	2
Adlai Stevenson	-	-	-	23	23	0	1	1
Washington Irving (E)	12	-	-	-	12	0	1	2
Washington Irving (D)	6	-	-	-	6	0	1	1
	942	118	91	107	1258	15	18	71

IV. STUDENT CHARACTERISTICS

Demographic data were available for 1,006 students across the 15 sites reported. One hundred and sixty-four students were reported to have withdrawn or been discharged. (Students were automatically discharged after three absences.)

Fifty-two percent of the students were Spanish speakers; 28 percent, Cantonese or Mandarin speakers; six percent, Haitian Creole speakers; five percent, Korean speakers; and 10 percent, speakers of other Asian, Middle Eastern, and European languages.

Twenty-six percent of the students were from the Dominican Republic; 25 percent, from the People's Republic of China; six percent, from Haiti; and 24 percent, from other Central and South American Spanish-speaking countries. (Table 2 presents the students by country of origin and native language.)

Although this program was designed for eleventh and twelfth graders, of the 963 students for whom both age and grade data were reported, 699 students or 73 percent of the program's total enrollment were ninth and tenth graders. (Table 3 presents program students by age and grade.) Fifty-nine percent were overage for their grade. The lowest percentages of overage students -- 48 percent and 38 percent, respectively -- were eleventh and twelfth graders. The highest percentages -- 75 percent and 55 percent, respectively -- were in the ninth and tenth grades.

Sixty percent of the students participating in the program were female, with females outnumbering males at every grade

level. (Table 4 presents program students by grade and sex.)

Only 12 LEP students were reported to have been enrolled in the evening school at Washington Irving, a small number compared with enrollments at the 17 day schools. (Four students were from Pakistan, three from Poland, two each from Haiti and Iran, and one from Japan; all were studying E.S.L.) The reason given for this low enrollment was that since Washington Irving was the only evening summer school available, it was restricted to graduating seniors and to students who attended evening schools during the year.

TABLE 2

Distribution of Program Students
by Country of Origin and Native Language

Country	Native Language	Number	Percent
Dominican Republic	Spanish	261	26
Ecuador	Spanish	60	6
Colombia	Spanish	46	5
Peru	Spanish	20	2
El Salvador	Spanish	20	2
Other Latin American	Spanish	92	9
China	Chinese*	249	25
Hong Kong	Chinese	19	2
Taiwan	Chinese	14	1
Haiti	Haitian Creole	63	6
Korea	Korean	48	5
Asian/Middle Eastern	Arabic, Farsi, Urdu, Punjabi, Bengali, Hindi, Vietnamese, Thai, Khmer	71	7
European	Hungarian, Rumanian, Polish, Russian, Italian	17	2
Canada	French	2	**
United States	Spanish	24	2
	TOTAL	1006	100

*Speakers of Mandarin and Cantonese are identified as Chinese.

**Less than one percent.

- A majority of students (52 percent) were Spanish speakers; the second largest group consisted of Chinese-speaking students.

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	2	0	0	3
14	18	14	0	0	32
15	57	59	6	0	122
16	96	99	33	4	232
17	71	97	57	18	243
18	43	78	57	26	204
19	19	29	28	13	89
20	3	13	3	15	34
21	0	0	1	2	3
23	0	0	1	0	1
TOTAL	308	391	186	78	963
Overage Students					
Number	232	217	90	30	569
Percent	75	55	48	38	59

Note. Shaded boxes indicate expected range for grade.

*Students' ages are given as of June 1987.

- The highest percentages of overage students were in grades nine (75 percent) and ten (55 percent).
- More than half (59 percent) of the program students were overage for their grade.

TABLE 4

Distribution of Program Students
by Grade* and Sex

Grade	Male	Female	Total	Percent
9	119	202	321	32
10	172	245	417	41
11	79	112	191	19
12	34	43	77	8
TOTAL	404	602	1,006	100

*Students' grades are given as of June 1987.

- Most of the students (73 percent) were in the ninth and tenth grades.
- Females outnumbered males in every grade.

V. FINDINGS

Members of the evaluation team conducted interviews and observations at Eastern District and George Washington -- which were listed as having been assigned six of the ten full-time teachers paid by bilingual categorical funds.

The summer bilingual (Spanish/English) program at Eastern District offered courses in E.S.L. (beginning, intermediate, and advanced levels), and fundamentals of mathematics (levels 1 and 2). According to the site supervisor, low enrollments prevented the program from offering the social studies and science that had been planned. As an alternative, Spanish-speaking LEP students were placed in mainstream classes taught by Spanish-speaking teachers and were provided Spanish-language textbooks and other curricular materials.

With only one exception (a Chinese student studying E.S.L.), all of the students were Spanish speakers who had attended Eastern District or Bushwick High Schools during the academic year. Many of these students had failed courses the previous semester; many others had enrolled in the program to gain credits needed towards graduation. The students (including those in beginning E.S.L.) were distributed among all four grade levels.

Three teachers were assigned to Eastern District's E.S.L./bilingual program: a licensed E.S.L. teacher, a licensed bilingual math teacher, and a teacher who was licensed in both science and Spanish and, in addition, had 40 credits in English.

At George Washington High School, the site supervisor said

that 253 students had been registered in bilingual/E.S.L. classes. The supervisor, an assistant principal for administration at George Washington during the regular school year, had supervised the school's for-credit summer program from 1982 to 1986. He said that bilingual social studies and math had been offered at George Washington for some seven years and that E.S.L. and bilingual science courses had been inaugurated in 1985-86 and 1986-87, respectively. According to the supervisor, half of the school's summer bilingual program enrollment consisted of repeaters and half of students earning credits needed toward graduation.

CLASSROOM OBSERVATIONS

Eastern District. Three E.S.L. classes were observed at Eastern District High School. Fourteen students were present in the advanced E.S.L. class offered during the first period. The teacher, who was licensed in E.S.L., was well prepared and very animated, and used only English when addressing the students. The aim of the lesson -- "How does the adverb function in a sentence?" -- was written on the blackboard. The teacher began the lesson by writing short sentences on the blackboard, which she asked the students to copy into their notebooks. She then asked the students to identify the adverbs in each sentence, which most of them eagerly volunteered to do. The teacher then gave examples of adjectives, which she asked the students to change into adverbs.

For her next activity, the teacher referred the students to a hand-out sheet on adverbs which she had distributed the previous day. The class was asked to read the definition of an adverb out

loud, review the examples, and select the adverb. Although all of the students could select the correct word, they appeared reticent about reading the sentences in front of their classmates.

In an interview held after the class, the teacher said that 11 of the 15 students had enrolled to earn credit towards graduation. Some of her other students were juniors and seniors who should have completed the E.S.L. sequence but lacked the vocabulary to participate in mainstream classes. She added that, in all her classes, she had to move through the lessons very quickly in order to cover the required material in the time allotted to the program.

Sixteen Hispanics and one Chinese student were present in a beginning level E.S.L. class taught by the licensed Spanish teacher. (Three of the Hispanic students were auditing the course during a free period.) According to the teacher, all of the enrolled students were "repeaters," students who had failed the course the previous semester and knew very little English. As a result, the teacher used both English and Spanish to give directions or explanations.

Most of the activities in the class were based on the class text English Alfa. For the first activity, the teacher read a dialogue from the text about a shopping trip, had the students repeat each sentence after him, called on individual students to read each part of the dialogue, and then selected two students to read the entire dialogue.

As a final exercise, the teacher grouped the students in

pairs and had one member of each pair interview the other using questions from the text. The students wrote their question-and-answer sessions in their notebooks, referring to Spanish/English dictionaries whenever necessary. When the interviews were finished, several students were sent to the chalkboard to write one question and answer.

In another beginning E.S.L. class, seven students of a total enrollment of eight were present. According to the teacher, most of these students were "repeaters" and were "the least committed group" she was teaching this summer. Because of the students' limited abiiity in English, the teacher used both Spanish and English to give explanations and directions.

The lesson began with a "do-now" exercise. The teacher wrote short sentences on the chalkboard and asked the students to transform them into yes/no questions, negative sentences, and negative questions. When the students had completed the work, the teacher called on them to give their answers. Although most were hesitant to answer, when they finally did so their answers were correct.

The teacher then reviewed the previous night's homework -- a handout sheet containing fill-in-the-blank sentences that tested the students' knowledge of subject pronouns, object pronouns, and possessive adjectives. The students were asked to read their answers aloud. From their responses it was clear they needed additional work in this area.

The aim of the day's lesson was for students to learn when to

use the present continuous tense. The teacher defined the tense, gave examples, and then distributed a handout which required changing verbs from the present tense to the present continuous tense. After reviewing the examples provided on the sheet, the teacher asked the students to complete the remaining exercises on their own. As the students worked, the teacher went from desk to desk to help individual students. She then reviewed the answers with the entire class.

The two beginning E.S.L. classes observed presented very different lessons and their curricula seemed to address different goals.

George Washington High School. Five classes were observed at George Washington High School: Advanced E.S.L., bilingual fundamental math, bilingual social studies, word processing, and bilingual science.

Twenty students attended the advanced E.S.L. class. They were writing a letter to a relative or friend telling them about themselves. The teacher provided questions to be used as guidelines in writing the letter, e.g. how the correspondent was feeling, the type of work he or she was doing, etc. The teacher assigned the completion of the letter as homework. The students were working independently, with the teacher circulating around the room supervising their work and answering questions.

The bilingual fundamental math class had 26 students in attendance. The teacher alternated between Spanish and English, although she appeared to be more comfortable in Spanish. The aim

of the lesson was to find the perimeter of geometric figures. The students were assigned exercises on the chalkboard to find the perimeter of a square, a polygon, and a rectangle. Students went to the chalkboard to solve each problem. Then the teacher wrote additional problems on the board from the previous day's homework assignment. The teacher asked that the students write out every step they had followed to arrive at their answers. The teacher went over the operations, made corrections, and asked students to explain their answers.

The students who came to the chalkboard could solve the exercises without difficulty.

Twenty-one students were present in the bilingual social studies class. The class was conducted entirely in Spanish. The aim of the day's lesson was to learn how strong monarchies helped develop nation-states. After writing a complete outline of the lesson on the chalkboard, the teacher elaborated and explained each point, e.g., the meaning of "divine right" and how the monarch's divine powers were used to form nation-states. The teacher also asked questions about certain sentences in their textbooks. Afterward, he distributed handouts that expanded on his verbal explanations. The concept of national identity was also defined. The teacher gave examples and asked questions often. The students took notes busily, and they participated eagerly. The teacher was very well prepared and his teaching, although quick-paced, was clear and full of informative examples.

The word processing class had an attendance of 20. The

teacher was English-speaking. The aim of the lesson was to define an inventory. The teacher had written an exercise on the board that represented each step to follow in order to arrive at the inventory stage. Each student had a terminal. Because the lesson, as outlined on the chalkboard, was complex, the observer asked the teacher whether all the students understood the work. The teacher said that most members of the class were advanced E.S.L. students, but that there also were a few beginners. According to the teacher, although the beginners understood the work they took longer to complete their lessons. The teacher said she asked other students to explain new concepts to the beginners in Spanish. Nevertheless, a member of the evaluation team noticed that approximately one-quarter of the students appeared not to understand the lesson. When questioned about this, the teacher said that students worked individually and would progress at their own pace. It appeared to a member of the evaluation team that the class needed a bilingual paraprofessional to provide translations and individualized assistance. In addition, the emphasis of the class appeared to be business rather than word processing, and there was little evidence that the students were learning word processing skills. The assistant to the site supervisor, who accompanied the evaluator, said that a course outline, which had not been required this year, would be made compulsory next year in order to ensure that more word processing was taught.

The bilingual science class had an attendance of nine and was conducted in Spanish. The aim of the lesson was to learn how

sound is produced and how it travels. The teacher first asked students to try to define sound themselves; he then went on to use simple equipment like a plastic spring and a tuning fork to explain sound frequency and how sound waves are generated. His explanation was detailed and clear, and he frequently wrote on the chalkboard to explain his points. The students participated often and seemed to enjoy the class a great deal.

STUDENT ACHIEVEMENT

Though no specific performance objectives were proposed, the success of the program can be evaluated by looking at the passing rates of the students.

English as a Second Language. Teachers reported final grades for 865 students enrolled in E.S.L. classes. Of these students, 86 percent received passing grades. All 12 students enrolled in Washington Irving's evening program achieved passing grades.

Content-Area and Elective Courses. Final grades were reported for 240 students enrolled in math, science, global history, typing 1 and 2, word processing, computer literacy, metal working, and drafting. Table 5 below presents the data on passing rates in these subjects.

TABLE 5

Passing Rates in Content-Area and Elective Courses*

Course	Number of Students For Whom Grades Were Reported	Number Passing	Percent Passing
Math*	86	60	70
Science*	43	25	58
Global History*	18	4	22
Typing 1 and 2	14	10	71
Word Processing	34	32	94
Computer Literacy	18	15	83
Metal Working and Drafting	27	27	100

* Includes bilingual business math, bilingual biology 1 and 2, bilingual general science 1 and 2, Latin American studies, and bilingual American history 1 and 2.

- The lowest passing rates were achieved in science and global history courses.

VI. CONCLUSIONS AND RECOMMENDATIONS

The Bilingual Program for Eleventh and Twelfth Graders helped LEP students to make up courses during the summer, thus allowing them to make more normal progress in their required course sequences and to graduate on time.

Of the students in the summer program for whom data were available, 73 percent were in the ninth and tenth grades. The need to make up coursework is clearly present for new students in the lower grades who take as many as three E.S.L. classes per day, but who do not receive three credits for them.* New students, usually placed in the lower grades, are at risk of dropping out before reaching the eleventh or twelfth grades. Since it appears that the need for services for LEP students in the lower grades was greater than anticipated, it is recommended that the summer program continue to serve these students, and if funding permits, to expand services.

Only 12 students were able to attend the one evening summer high school available in Manhattan, partly because of restrictive entrance criteria. Since many high school LEP students are overage and may need to seek daytime jobs, and since most live outside Manhattan, these students are at risk of dropping out or becoming evening students during the year. Therefore, the evaluation team recommends that at least one summer evening school be opened in each borough, and that the entrance criteria be less

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*The Division of High School's policy was changed in this area during 1987-88.

restrictive so that older students from lower grades may be allowed to attend evening school in the summer even though they attend day school during the year.

Finally it was found that two beginning E.S.L. classes in the same school presented very different lessons and that their curricula seemed to address different goals. In order to ensure some affinity in the overall instructional aims of the program, the general staff development session for summer school teachers, held in June, should feature special training activities for E.S.L. teachers, as well as for other teachers working with LEP students.

VII. APPENDICES

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SUMMER HIGH SCHOOLS
1171 65th St., Brooklyn, NY 11219
Tel. #(718)232-6200

Philip Greenspan
Coordinator

DATE: July 24, 1987

TO: School Supervisors of ESL Programs

FROM: Philip Greenspan PG

RE: ESL Report

- -

Teachers of identified ESL classes are to fill out the attached form for each ESL class. Information below will assist in the preparation of this form. All forms are to be returned by the site supervisor on August 18, 1987.

1. N.Y.C. ID # = OSIS #
2. English instruction hrs. per day = Hours per day of instruction in English regardless of subject area (ie. Social Studies, Math, Science).

If there are any questions regarding the above, please call Mr. Sandorfy at the Summer School Office.

Attachment